

INSTRUCTOR'S MANUAL

# ENGLISH LYRIC DICTION WORKBOOK

An introduction to the International Phonetic Alphabet  
through the use of frequently occurring words from  
English art song literature

Revised Third Edition

Cheri Montgomery

S.T.M. Publishers  
Nashville, TN

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Email: [info@studenttextmfg.com](mailto:info@studenttextmfg.com) Website: [www.stmpublishers.com](http://www.stmpublishers.com)

Facebook: *Lyric Diction Workbook Series*

English Lyric Diction Workbook, 3<sup>rd</sup> edition, Instructor's Manual, spiral bound, ISBN 978-0-9776455-1-0

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Technical support: Verlan Kliewer

to my husband Tim and our sons Brad and Michael

## PREFACE

This publication serves as an introduction to the International Phonetic Alphabet and provides opportunities for the application of English diction rules for transcription.

Exercises were created from the lyrics of over 1,000 English art songs. Source words were placed in list format and arranged by frequency of occurrence. The most common words are short in length and appear in enunciation exercises. Other frequently occurring words are introduced in graded order and categorized according to English speech sounds as defined by the International Phonetic Alphabet. A study of articulatory phonetics is provided and includes consonant and vowel charts for application and definition of terms.

Each unit highlights a specified group of symbols and includes enunciation instructions with exercises, rules for transcription, in-class application and individually assigned word lists. The English workbook is unique in that it provides enunciation instructions for difficult consonant combinations. It also contains two separate sets of exercises within the individually assigned word lists: 1) words in transcription allow for student identification of IPA and 2) English lyric word lists offer opportunities for transcription.

The methods outlined in this text are based on Madeleine Marshall's *The Singer's Manual of English Diction*. Her recommendations for vowels and consonants are applied as well as rules for transcription within the phrase. Exercises allow students to place transcription within the context of the music. Proficiency of memorized rules is assessed through in-class enunciation.

Practice quizzes and a summary of rules are provided for easy reference and review. The *Answer Key* is also available for alternate lesson plans that may include student grading and board work.

The *English Lyric Diction Workbook* encourages a standard pronunciation for stage English through exercises that challenge students to identify and enunciate symbols from the International Phonetic Alphabet. It serves as an introduction to our series of workbooks created for lyric diction courses.

Cheri Montgomery

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# UNIT 3:

## Fricatives [θ], [ð], [ʃ], [ʒ] and affricates [tʃ] and [dʒ]

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## INSTRUCTOR'S MANUAL

## NOTE TO INSTRUCTOR

**Consonant symbols:**

Consonant symbols that are not familiar to our alphabet are introduced in this unit in preparation for independent student transcription.

**Transcription of final *th*:**

Final voiceless *th* is voiced in the plural form of specified words:

SINGULAR FORM		PLURAL FORM	
VOICELESS [θ]		VOICED [ð]	
bath	[bɑθ]	baths	[bɑðz]
cloth	[klɑθ]	cloths	[klɑðz]
moth	[mɑθ]	moths	[mɑðz]
mouth	[maʊθ]	mouths	[maʊðz]
oath	[ʔoʊθ]	oaths	[ʔoʊðz]
path	[pɑθ]	paths	[pɑðz]
truth	[truθ]	truths	[truðz]

## CLASS LESSON PLAN

- 1) Provide transcription space on the board with the numbers 1 - 12 before class begins.
- 2) Students begin at the board by providing homework assignment from pages 14 - 16.
- 3) Instruct students to grade transcriptions using the *Answer Key* pages 147 - 148 and a different color marker.
- 4) Discuss errors and assess individual enunciation.
- 5) Brief lecture introducing Unit 3 (pages 19 - 21)
- 6) Complete Unit 3 *Class work* assignment together and discuss questions (page 22).
- 7) Instruct students to provide the English spelling with symbols for assigned class work number on the board (pages 23 - 25).
- 8) Instruct students to grade transcriptions using the *Answer Key* pages 149 - 150 and a different color marker. Advanced students complete the work early. Assign additional work from the *Rules for transcription within the phrase* on page 26 with *Answer Key* page 150.
- 9) Discuss errors.

## HOMEWORK ASSIGNMENT

- 1) Unit 3 reading assignment: pages 19 - 21.
- 2) Transcription assignment: Instruct students to complete their assigned homework number on pages 23 - 25. The next class meeting begins as each student is instructed to write assigned transcription on the board for student grading and discussion.



## UNIT 3: Fricatives [θ], [ð], [ʃ], [ʒ] and affricates [tʃ] and [dʒ]

### Guidelines for Enunciation:

#### SPELLING *th*

**Description:** In speech, *th* is articulated with the tip of the tongue touching the back of the upper front teeth. For singing, this formation does not allow *th* to project and limits its expressive capabilities.

**Articulation:** Flatten the tip of the tongue and extend it beyond the edges of the upper front teeth. Quickly brush the tongue tip inward along the edge of the upper front teeth.

**Warning:** Move the tongue quickly: “a slow tongue action impairs clarity”.<sup>1</sup> Maintain a thin tongue shape: “A thick tongue is unmanageable and muffles the consonant sound”.<sup>2</sup> Do not clench teeth. Tense or pressed muscles adversely affect vocal apparatus.

**Voicing:** There are two classifications for *th*: voiceless dental fricative [θ] and voiced dental fricative [ð]. Both require the same tongue movement (see instructions above). Many consonants have voiced and voiceless counterparts. Voiceless consonants do not employ vocalized tone. Like a whisper, they are sounded with an audible release of breath. Voiced consonants engage the voice during articulation.<sup>3</sup>

**Exercise:** Learn to differentiate between voiced and voiceless *th*. Enunciate the following with voiceless *th*; then enunciate with voiced *th*: *this feather, mother, father, brother, come hither, gather together, clothed in leather*

#### VOICELESS DENTAL FRICATIVE [θ]

**Articulation:** Assume tongue position for *th* (above) then aspirate a vigorous stream of air through the narrowed passage while quickly brushing the tongue tip inward along the edge of the upper front teeth.

**Warning:** Voiceless [θ] at the end of a word is not easily heard without a well aspirated *th*.

**Exercise:** Enunciate the following with a fully aspirated final *th*: *faith, truth, strength, earth, death, youth, breath*

#### VOICED DENTAL FRICATIVE [ð]

**Articulation:** Assume tongue position for *th* (above) and enunciate a vocalized tone while quickly brushing tongue tip inward along the edge of the upper front teeth.

**Warning:** Do not add an intervening vowel sound following *th* when it stands before a consonant or final.

**Exercise:** Allow the tongue tip to remain outside of the teeth for the duration of vocalization to avoid an intervening vowel sound: *soothe pain, blithe birds, smooth stream, loath, bathe, breathe*

#### CONSONANT CLUSTERS WITH *th*

**Exercises:** Articulate consonant clusters with tongue tip prepared in advanced for the enunciation of *th*. Extend the tongue in the position of *th* while articulating *lth* and *nth*: *wealth, health, stealth, month, enthroned, unthinking, in thee*. “One tongue motion is sufficient for both...and the consonants are closely joined without an intervening vowel sound.”<sup>4</sup>

**Warning:** Do not omit *th* in the consonant cluster *ths*.

**Exercise:** Articulate an elongated final *th* followed by an elongated initial *s*: *faith song* then *faith’s song*. Enunciate the following words in the same fashion by whispering an elongated *th* then *s*: *depths, deaths, myths, breaths, earth’s, wrath’s, hearth’s*

#### VOICED AND VOICELESS PREPALATAL FRICATIVES [ʒ] and [ʃ]

**Description:** Voiceless prepalatal fricative [ʃ] as in the word *share* and voiced prepalatal fricative [ʒ] as in the word *azure* are articulated with the sides of the tongue contacting the edges of the upper molars while pointing the tongue tip toward the area between the hard palate and alveolar ridge. The position of the tongue tip lies just behind contact point for *s*.<sup>5</sup>

<sup>1</sup> Marshall, p. 87.

<sup>2</sup> Ibid, p. 87.

<sup>3</sup> Ibid, p. 29.

<sup>4</sup> Ibid, p. 90.

<sup>5</sup> Ibid, p. 115.

## VOICELESS PREPALATAL FRICATIVE [ʃ]

**Articulation:** Voiceless [ʃ] is articulated by aspirating a stream of air through the narrowed passage between the tongue tip and area in front of the hard palate.

**Warning:** Do not separate words with final *sh* + initial *sh*. Sing an elongated [ʃ].<sup>6</sup>

**Exercise:** *British ship, lush shade, wish shall*

## VOICED PREPALATAL FRICATIVE [ʒ]

**Articulation:** Vocalized tone is directed through the narrowed passage between the tongue tip and palate.

**Exercise:** Enunciate the following. Do not insert a pause within consonant clusters or add a vowel sound after final [ʃ] or [ʒ]: *Irish lady, rush by, foolish thing, cherish, mirage*

## VOICELESS PREPALATAL AFFRICATE [tʃ]

**Articulation:** The sides of the tongue touch the edges of the upper molars. The tongue tip contacts the area between the hard palate and alveolar ridge. Aspirate a sufficient amount of air to open a narrow passage.

**Exercise:** Notice the expressive capabilities of a well aspirated *ch*:

<u>Initial</u>	<u>Initial</u>	<u>Final</u>
charm	chilling	teach
cheer	cheat	wretch
chirping	chide	snatch

## VOICED PREPALATAL AFFRICATE [dʒ]

**Articulation:** Assume tongue position for [tʃ]. Release a sufficient amount vocalized tone to open a narrow passage then buzz the tongue tip against the palate to form [ʒ].

**Exercise:** Fully voice [dʒ] in the words: *joy, just, gentle, gem, jealous, age, village, judge, hedge, bridge*

Enunciate the following frequently occurring words containing [θ], [ð], [ʃ], [ʒ], [tʃ], [dʒ]:

	[θ]	[ð]	[ʃ]	[ʒ]	[tʃ]	[dʒ]
1.	<b>think</b> [θɪŋk]	<b>the</b> [ði]	<b>shining</b> [ˈʃaɪnɪŋ]	<b>illusion</b> [ɪˈlʒʊʒən]	<b>such</b> [sʌtʃ]	<b>joy</b> [dʒɔɪ]
2.	<b>death</b> [deθ]	<b>that</b> [ðæt]	<b>she</b> [ʃi]	<b>azure</b> [ˈʒæzə]	<b>each</b> [tʃiːtʃ]	<b>just</b> [dʒʌst]
3.	<b>doth</b> [dʌθ]	<b>thy</b> [ðɑɪ]	<b>shall</b> [ʃæl]	<b>vision</b> [ˈvɪʒən]	<b>child</b> [tʃaɪld]	<b>gentle</b> [ˈdʒentəl]
4.	<b>hath</b> [hæθ]	<b>thee</b> [ði]	<b>should</b> [ʃʊd]	<b>treasure</b> [ˈtrezə]	<b>much</b> [mʌtʃ]	<b>change</b> [tʃeɪndʒ]
5.	<b>thing</b> [θɪŋ]	<b>thou</b> [ðəʊ]	<b>shear</b> [ʃɪə]	<b>occasion</b> [ˌɒˈkeɪʒən]	<b>watch</b> [wɒtʃ]	<b>age</b> [eɪdʒ]
6.	<b>beneath</b> [bɪˈniθ]	<b>they</b> [ðeɪ]	<b>sure</b> [ʃʊə]	<b>decision</b> [dɪˈsɪʒən]	<b>nature</b> [ˈneɪtʃə]	<b>angels</b> [ˈʒeɪndʒəlz]
7.	<b>youth</b> [juθ]	<b>then</b> [ðen]	<b>show</b> [ʃəʊ]	<b>pleasure</b> [ˈplezə]	<b>touch</b> [tʌtʃ]	<b>jolly</b> [ˈdʒɒli]
8.	<b>thoughts</b> [θɔts]	<b>this</b> [ðɪs]	<b>shade</b> [ʃeɪd]	<b>version</b> [ˈvɜʒən]	<b>cheeks</b> [tʃiːks]	<b>stranger</b> [ˈstreɪndʒə]
9.	<b>both</b> [boʊθ]	<b>them</b> [ðem]	<b>wish</b> [wɪʃ]	<b>division</b> [dɪˈvɪʒən]	<b>chance</b> [tʃɑns]	<b>image</b> [ˈɪmədʒ]
10.	<b>nothing</b> [ˈnʌθɪŋ]	<b>than</b> [ðæn]	<b>ship</b> [ʃɪp]	<b>measure</b> [ˈmeʒə]	<b>march</b> [mɑtʃ]	<b>village</b> [ˈvɪlədʒ]
11.	<b>through</b> [θru]	<b>though</b> [ðəʊ]	<b>shore</b> [ʃɔə]	<b>evasion</b> [ɪˈveɪʒən]	<b>virtue</b> [ˈvɜːtʃu]	<b>soldier</b> [ˈsoʊldʒə]
12.	<b>earth</b> [ɜːθ]	<b>thus</b> [ðʌs]	<b>shalt</b> [ʃælt]	<b>confusion</b> [kənˈfjuʒən]	<b>choice</b> [tʃɔɪs]	<b>magic</b> [ˈmædʒɪk]

<sup>6</sup> Marshall, p. 116.

# RULES FOR TRANSCRIPTION

## VOICELESS DENTAL FRICATIVE

[θ]

*three, thing, path, breath*

## VOICED DENTAL FRICATIVE

[ð]

*this, father, paths, breathe, \*with*

*\*with* is always transcribed with voiced [ð]

## VOICELESS PREPALATAL FRICATIVE

[ʃ]

*share, precious, sure, devotion*

## VOICED PREPALATAL FRICATIVE

[ʒ]

*vision, azure, occasion, treasure*

## VOICELESS PREPALATAL AFFRICATE

[tʃ]

*chair, ancient, search, choose*

## VOICED PREPALATAL AFFRICATE

[dʒ]

*gesture, age, gentle, judge*

Note: Place a glottal stop [ʔ] before words that begin with a vowel  
(For exceptions see monosyllabic words with weak forms: page 63)

## Class Work #3: Fricatives [ð], [θ], [ʃ], [ʒ] and affricates [tʃ], [dʒ]

Provide IPA:

1. feather

[ˈfɛ\_\_ə]

7. majesty

[ˈmæ\_\_əstɪ]

13. earthly

[ˈ\_\_ɜ\_\_lɪ]

2. watching

[ˈwɑ\_\_ɪŋ]

8. thank

[\_\_æŋk]

14. closure

[ˈkloʊ\_\_ə]

3. wealth

[wɛl\_\_]

9. gently

[ˈ\_\_ɛntlɪ]

15. thine

[\_\_aɪn]

4. shore

[\_\_ɔə]

10. wishes

[ˈwɪ\_\_əz]

16. picture

[ˈpɪk\_\_ə]

5. charm

[\_\_ɑm]

11. neither

[ˈnɑɪ\_\_ə]

17. delusion

[dɪˈljʊ\_\_ən]

6. exclusion

[\_\_ɪksˈklu\_\_ən]

12. join

[\_\_ɔɪn]

18. shame

[\_\_ɛɪm]

## Worksheet #3: Fricatives [ð], [θ], [ʃ], [ʒ] and affricates [tʃ], [dʒ]

Provide IPA:

#1	#2	#3	#4
gem [___ɛm]	month [mʌn___]	further [fɜː___ə]	booth [bu___]
cheek [___ik]	shows [___oʊz]	persuasion [pɜː'swɛɪ___ən]	childhood ['___ɑɪldhʊd]
exposure [___ɪks'pɔʊ___ə]	jacket ['___ækət]	rage [___ɛɪ___]	visions ['vɪ___ənz]
thief [___ɪf]	withered ['wɪ___əd]	shun [___ʌn]	cottage ['kɒtə___]
rhythm ['___ɪ___əm]	conclusion [kɒn'klu___ən]	charming ['___ɑmɪŋ]	flesh [flɛ___]
which [wɪ___]	approach [___ʌ'p___oʊ___]	thorough ['___ɔə___oʊ]	hither ['hɪ___ə]
chestnut ['___ɛsnʌt]	gathered ['gæ___əd]	June ['___un]	soldiers ['soʊl___əz]
jest [___ɛst]	region ['___i___ən]	wretched ['___ɛ___əd]	faith [fɛɪ___]
strength [st___ɛŋ___]	leisure ['li___ə]	measures ['mɛ___əz]	cherish ['___ɛ___ɪ___]
shape [___ɛɪp]	clothing ['kloʊ___ɪŋ]	sheep [___ɪp]	health [hel___]
ocean ['___oʊ___ən]	chief [___ɪf]	singeth ['sɪŋə___]	shook [___ʊk]
without [wɪ___'aʊt]	shadow ['___ædɔʊ]	seclusion [sɪ'klu___ən]	farther ['fɑ___ə]
provision [p___o'vɪ___ən]	thorn [___ɔn]	dangerous ['dɛɪn___ə___əs]	fortunes ['fɔ___ənz]
fashion ['fæ___ən]	church [___ɜ___]	either ['___ɑɪ___ə]	decision [dɪ'sɪ___ən]
themselves [___ɛm'sɛlvz]	bridge [b___ɪ___]	shake [___ɛɪk]	ashes ['___æ___əz]
unmeasured [___ʌn'mɛ___əd]	shut [___ʌt]	breathes [b___ɪ___z]	jewel ['___uəl]
theme [___ɪm]	raineth ['___ɛɪnə___]	everything ['___ɛv___ɪ___ɪŋ]	these [___ɪz]
joyful ['___ɔɪfəl]	intrusion [___ɪn't___u___ən]	marching ['mɑ___ɪŋ]	pleasure ['plɛ___ə]

# RULES FOR TRANSCRIPTION WITHIN THE PHRASE

- I. As a general rule, consonants are placed with the note of a following vowel [→]. Exceptions discussed in units 4 – 9
- II. The first vowel of a diphthong or triphthong is elongated and indicated within the phase with a stress mark [ː]
- III. Final consonant(s) that occur at the end of a phrase are placed on the rest [→]
- IV. The second vowel of a diphthong or triphthong that occurs at the end of a phrase is placed on the rest [→]
- V. When the final consonant of a word is identical to the initial consonant of a following word, the sound is not reiterated unless needed for clarity or dramatic emphasis. For example, reiterate [tʃ] or [dʒ] for clarity: *such charm* [sʌtʃ tʃɑm]

Examples:

1. *A spider sewed at night*

[ə            spɑ:ɪ    də        so:ʊ    də        tna:ɪ    t]

2. *They fled like ghosts before the day.*

[ðe:ɪ        fle        dlɑ:ɪ    kgo:ʊ    stsbɪ    fɔ:ə    ðə        de:ɪ    ɪ]

Place transcription beneath the following phrases:

1. *Where thou art, that is home.* [ʌe:ə ðɑ:ʊ ?at ðæt ?ɪz ho:ʊmm]

2. *Dear lips that sweetly smile;* [dɪ:ə lɪps ðæt switlɪ smɑ:ɪl]

# UNIT 7:

## Full vowels in unstressed syllables and lip consonants *p*, *b*, *f* and *v*

<u>TOPIC</u>	<u>PAGE</u>
Enunciation exercises	75
Rules for transcription	77
Application of rules	78
Individual IPA exercises	79
Individual transcription exercises	82
Transcription of <i>f</i> within the phrase	85
Review of units 6 - 7	87
Answer Key	165

## INSTRUCTOR'S MANUAL

## LECTURE NOTES

**Discussion of terms:**

Full vowel sound: refers to any vowel sound except schwa

**Words with multiple elements:**

English words contain a root. They may also contain a prefix, suffix and endings. The following chart defines transcription of words with multiple elements.

WORD	PREFIX full vowel sound	ROOT full vowel sound	SUFFIX or ENDING schwa or [ɪ]
<i>remarkable</i>	<i>re</i>	<i>mark</i>	<i>able</i>
<i>unfailing</i>	<i>un</i>	<i>fail</i>	<i>ing</i>

## CLASS LESSON PLAN

- 1) Provide transcription space on the board with the numbers 1 - 12 before class begins.
- 2) Students begin at the board by providing homework assignment from pages 68 - 70.
- 3) Administer *Practice Quiz* for units 4 - 5 and grade board work while students complete the quiz - *Answer Key* page 162 (advanced students may complete quiz early – assign phrases on page 85).
- 4) Discuss board work errors.
- 5) Assess students' enunciation of IPA identification assignments from pages 65 - 67 (pass/fail, timed assessment).
- 6) Brief lecture introducing Unit 7 (pages 75 - 78)
- 7) Complete Unit 7 *Class work* assignment together and discuss questions (page 78).
- 8) Advanced students may complete the work early. Assign additional work from the *Rules for transcription within the phrase* on page 85 with *Answer Key* page 168.

## HOMEWORK ASSIGNMENT

- 1) Unit 7 reading assignment: pages 75 - 78.
- 2) IPA identification assignment: Instruct students to complete assigned homework number by providing English words for IPA transcriptions on pages 79 - 81. They may be warned that the grading will be an enunciated timed assessment.
- 3) Transcription assignment: Instruct students to complete their assigned homework number on pages 82 - 84. The next class meeting begins as each student is instructed to write assigned transcription on the board for student grading and discussion.



## UNIT 7: Full vowels in unstressed syllables and lip consonants *p, b, f* and *v*

### Guidelines for Enunciation:

#### FULL VOWELS IN UNSTRESSED SYLLABLES

**Purpose:** Full vowels provide distinct vowel sounds while maintaining the unaccented quality of unstressed syllables (review schwa and refer to notes concerning its unaccented quality on page 61).

#### LIP CONSONANTS *p, b, f* and *v*

**Articulation:** Relaxation of the lips while forming *b, p, v* and *f* allows the singer to project clear consonants and encourages ease in the production of following vowel(s).

**Warning:** Compressed lips muffle the consonant sound and constrict vocal apparatus.

**Exercise:** Place your thumb and finger tips on your throat. Notice how the muscles are adversely affected by singing with tightly compressed lips: *peace, pure, place, bright, blue, bird, voice, vine, vow, face, find, free*. Sing the words again articulating initial consonants with lips gently touching. Notice the clarity of consonants and corresponding ease of vowel production that accompanies a relaxed vocal mechanism.<sup>7</sup>

#### VOICELESS BILABIAL STOP [p]

**Articulation:** Relax the lips with inside edges barely touching. They should feel loose and buoyant. Aspirate a direct and sufficient amount of air through the articulators to open the upper lip.

**Warning:** Do not tightly compress the lips nor curl them outside in. Articulate a well aspirated *p* in *pt* combinations (avoid imploded *p*):<sup>8</sup> *wept, swept, captain, attempt, depth, redemption, rapture, scepter, tempt, leapt, capture*

**Additional Exercises:** Sing: *pah, pah, pah...* on a three note ascending scale sequence. Allow the lips to pop open with each *p*. This action easily describes the quick, crisp articulation needed for most consonants. Do not assume that the vowel must close down to form a following consonant; but that the consonant quickly opens up to form a following vowel.

Notice the expressive qualities of a well aspirated *p*:

pure	pain
prove	pierce
pride	poison
precious	pity
play	pined
peace	perished

#### VOICED BILABIAL STOP [b]

**Articulation:** Relax the lips with inside edges barely touching. They should feel loose and buoyant. Add vocalized tone while the lips pop open to form the following vowel. This action allows the consonant to project. Enunciate: *Bobbie, babble, bubbles, cobweb, blackbird, bramble, Bible*

**Warning:** Do not tightly compress lips nor curl them outside in. A vigorous pop open for *b* is necessary in *mb* combinations – do not omit *b* (except: *lamb, tomb, climb, limb, thumb, numb, crumb*). Avoid the habit of replacing initial *b* with *m* or *mb* – the jaw should quickly drop upon articulation.<sup>9</sup>

**Exercise:** Enunciate *mb* combinations without omission of *b*; enunciate initial *b* without added *m*:

<i>mb</i> combinations		Initial <i>b</i>	
trembling	embrace	bright	bear
somber	December	blessed	breath
remember	cymbal	born	bells
nimble	chamber	behold	before
humble	ambition	bed	below

<sup>7</sup> Marshall, p. 40.

<sup>8</sup> Ibid, p. 44 - 45.

<sup>9</sup> Ibid, pp. 41 - 42.

## VOICELESS BILABIAL FRICATIVE [f]

**Articulation:** Release any lip tension by manually moving the lower lip from side to side. The inside of the lower lip lightly touches the front of the upper row of teeth. Articulate a well aspirated stream of air through the narrowed passageway.

**Warning:** Do not curl the lower lip in to meet the bottom ridge of front teeth. Do not press, tense, tighten or bite the lower lip - this would constrict the air flow and muffle consonant sound.

**Special instruction for f:** Voiceless [f] at the end of a word is not easily heard without fully aspirated articulation. A vigorous release of air is needed in order to make this consonant project.<sup>10</sup>

**Exercise:** Practice the following with a well aspirated initial and final articulation of *f*:

friend	leaf
fresh	strife
fear	laugh
fate	grief
false	life
faith	triumph

## VOICED BILABIAL FRICATIVE [v]

**Articulation:** Assume lip position for [f]. A vocalized tone is directed through the narrowed passageway. Balance of vocalized breath combined with optimal point of contact will produce the vibrant, buzzing quality needed for [v].<sup>11</sup> Do not press articulators tightly together. See warning for [f].

**Exercise:** Articulate an elongated [v]. When *v* acquires its most efficient and well projected vibrancy, sing the words: *vain, valley, vine, virtue, village, vow, velvet, vile, venture, vanish, valor*

Enunciate the following words with full vowels in unstressed syllables:

	[ɪ]	[ʌ]	[ɜ]	[ɔ] and [ʊ]
1.	<b>because</b> [bɪ'kɔʒ]	<b>upon</b> [ʔʌ'pʌn]	<b>perhaps</b> [pɜ'hæps]	<b>forlorn</b> [fɔ'lɔn]
2.	<b>delight</b> [dɪ'lʌɪt]	<b>again</b> [ʔʌ'geɪn]	<b>herself</b> [hɜ'self]	<b>forgive</b> [fɔ'gɪv]
3.	<b>eternal</b> [ʔɪ'tɜnəl]	<b>above</b> [ʔʌ'bʌv]	<b>surprise</b> [sɜ'praɪz]	<b>tormenting</b> [tɔ'mentɪŋ]
4.	<b>beyond</b> [bɪ'jʌnd]	<b>unto</b> [ʔʌn'tu]	<b>pursue</b> [pɜ'sju]	<b>forbid</b> [fɔ'bɪd]
5.	<b>return</b> [ɪɪ'tɜn]	<b>alas</b> [ʔʌ'læs]	<b>perfume</b> [pɜ'fju:m]	<b>fulfill</b> [fʊl'fɪl]
6.	<b>desire</b> [dɪ'zʌɪə]	<b>among</b> [ʔʌ'mʌŋ]	<b>perchance</b> [pɜ'tʃʌns]	<b>forever</b> [fɔ'revə]
7.	<b>beside</b> [bɪ'saɪd]	<b>along</b> [ʔʌ'lʌŋ]	<b>surmise</b> [sɜ'maɪz]	<b>horizon</b> [hɔ'reɪzən]
8.	<b>enough</b> [ʔɪ'nʌf]	<b>against</b> [ʔʌ'geɪnst]	<b>perceive</b> [pɜ'si:v]	<b>forgotten</b> [fɔ'gʌtən]
9.	<b>remember</b> [ɪɪ'membə]	<b>asleep</b> [ʔʌ'sli:p]	<b>surpass</b> [sɜ'pas]	<b>forsake</b> [fɔ'seɪk]
10.	<b>before</b> [bɪ'fɔə]	<b>content</b> [kʌn'tent]	<b>permit</b> [pɜ'mɪt]	<b>fulfilled</b> [fʊl'fɪld]
11.	<b>deny</b> [dɪ'nɑɪ]	<b>unseen</b> [ʔʌn'si:n]	<b>survive</b> [sɜ'vaɪv]	<b>forget</b> [fɔ'get]
12.	<b>secure</b> [sɪ'kjʊə]	<b>abroad</b> [ʔʌ'bɹɔ:d]	<b>pervade</b> [pɜ'veɪd]	<b>forbear</b> [fɔ'beə]

<sup>10</sup> Marshall, pp. 48 - 49.

<sup>11</sup> Ibid, p. 51.

# RULES FOR TRANSCRIPTION

## *Review*

### UNSTRESSED [ɪ]

Unstressed *i*, final *-y*, *-ie*, *-ies*, *-ied*, *-ing*:  
*divine, mercy, prairie, stories, pitied, singing*

### UNSTRESSED [o]

Single *o* in unstressed syllables:  
*obey, protect, innocent, melody*

### UNSTRESSED [ə]

Unaccented medial and final syllables with various spellings  
*angel, solemn, thankful, treasure, excellent*

*A full vowel is needed in unstressed syllables in the following instances:*

- I. Unstressed syllables with diphthongs: *always* ['ʔɔlwεɪz]  
*paradise* ['pærə,dɑɪs] *sorrow* ['sɑrɔʊ] *meadow* ['mɛdoʊ]
- II. Syllables with secondary stress: *melancholy* ['mɛlən,kəlɪ]
- III. Unstressed syllables of compound words: *waterfall* ['wɔtəfɔl]  
Exception: use schwa [ə] for final *-some*: *winsome* ['wɪnsəm],  
*man*: *gentleman* ['dʒɛntəlmən], *-ward*: *wayward* ['weɪwəd] and  
*land*: *highland* ['haɪlənd] Exception: *homeland* ['hoʊmlænd]
- IV. Prefixes are transcribed as [ɪ], [ʌ], [ɜ], [ɔ] or [ʊ]

UNSTRESSED [ɪ] Prefixes with <i>e</i> spellings	UNSTRESSED [ʌ] Prefixes with <i>a</i> & <i>u</i> spellings Prefixes: <i>con-</i> and <i>com-</i>	UNSTRESSED [ɜ] Prefixes: <i>sur-</i> and <i>per-</i>	UNSTRESSED [ʊ] Prefixes with <i>or-</i> spellings:
belief [bɪ'lɪf]	agree [ə'ɡri:]	perceive [pə'si:v]	forever [fə'reɪvə]
depend [dɪ'pend]	cathedral [kə'tɪdɪəl]	perfection [pə'fɛkʃən]	forget [fə'ɡet]
neglect [nɪ'ɡlekt]	compete [kəm'pli:t]	perplexing [pə'pleksɪŋ]	forgive [fə'ɡɪv]
presume [pri'zju:m]	concern [kən'sɜ:n]	persistent [pə'sɪstənt]	horizon [hə'raɪzən]
review [ri'vju:]	lament [lə'ment]	surprise [sə'praɪz]	tormented [tə'mentəd]
select [sɪ'lɛkt]	uncertain [ʔʌn'sɜ:tən]	surround [sə'raʊnd]	UNSTRESSED [ʊ]: Prefix <i>ful-</i>
enrich [ɪn'ɪtʃ]	uplifting [ʔʌp'lɪftɪŋ]	survive [sə'vaɪv]	fulfill [fʊl'fɪl]

Suffix *-ful* in one word: *beautiful*

[ˈbjʊtɪfʊl]

### Class Work #7: Full vowels in unstressed syllables

Provide spelling:

- |                 |                 |                    |
|-----------------|-----------------|--------------------|
| 1. [ʔɪn'devə]   | 7. [kəm'pænjən] | 13. [ʔʌndɪ'zɜ:vɪŋ] |
| 2. [ʔʌ'tempt]   | 8. [sɪ'lɛstʃəl] | 14. ['ʔɛsəns]      |
| 3. [ɪ'bjuks]    | 9. [ʔɪn'kɪs]    | 15. [bɪ'kɔz]       |
| 4. [ʔo'bidɪənt] | 10. [ʔʌ'kɔd]    | 16. [ʔʌn'spætəd]   |
| 5. [kən'vɜ:təd] | 11. [sə'vaɪvəl] | 17. [ɪ'sɪvd]       |
| 6. [ʔɪ'vent]    | 12. [dɪ'sɪtʃəl] | 18. [sʌk'sɪdɪŋ]    |

Provide IPA:

- |               |              |                |
|---------------|--------------|----------------|
| 1. relentless | 7. believe   | 13. among      |
| 2. tormenting | 8. unending  | 14. preferred  |
| 3. protects   | 9. depend    | 15. compassion |
| 4. exquisite  | 10. perhaps  | 16. remember   |
| 5. afflicted  | 11. upheld   | 17. consumed   |
| 6. emerald    | 12. enlisted | 18. inevitable |

## Worksheet #7: Full vowels in unstressed syllables

Provide spelling:

#1	#2	#3	#4
[ʔʌ'tɛndəns]	[ʔʌ'stɑnɪfmənt]	[bɪ'gʌn]	[ɪ'hɜs]
[dɪ'fɪfɪnsɪ]	[bɪ'twɪn]	[ʔɪn'fɜmɪtɪz]	[ʔʌ'fɛkfən]
[sʌ'pɪɛs]	[pɔ'zɛfən]	[ɪ'pɔts]	[ʔɪn'vɪzɪbəl]
[ʔɛnvɪəs]	[pɪ'zɜv]	[ʔʌ'fɑ]	[kʌn'fjuʒən]
[ʔɔ'fɛndz]	[kʌ'rɛs]	[pɪɔ'tɛst]	[pɪ'zɛnts]
[ʔʌ'dɔnd]	[ʔɪn'ɪævɪʃ]	[kʌ'mɪfən]	[ʔʌn'ɪkwəl]
[dɪ'sɛnd]	[pɜ'sɪst]	[ʔɪn'tɪt]	[ʔɪn'tʊmd]
[ʔʌn'lift]	[ʔʌn'bɔn]	[kʌn'vɪnsɪŋ]	[ɪ'lis]
[pɜ'sɛptɪv]	[ɪ'dɪm]	[dɪ'lɪfəs]	[ʔʌn'lʌk]
[ʔɪn'stɪʌkfən]	[ʔʌ'mʌŋst]	[lʌ'gʌn]	[ʔɛmərɔldz]
[kʌ'θɪdɪəl]	[ʔɛnmɪtɪ]	[ʔʌnɪ'lɛntɪŋ]	[ʔɪ'tɛnɪtɪ]
[ʔɪks'kjuʒ]	[ʔɪks'tɛnd]	[ɪ'vil]	[pɪɔ'sɛfən]
[ʔʌn'sɔt]	[ʔʌn'sɪn]	[ʔʌ'tɛndəd]	[dɪ'sɪvə]
[ɪ'tɛn]	[ʔɪn'ɪkwɪtɪz]	[ʔɛrə]	[lʌ'mɛntəd]
[kʌn'vɜdʒəz]	[kʌn'dɛnst]	[ʔʌn'tru]	[pɜ'tɜbd]
[ɪ'lɪdʒəs]	[dɪ'sɪt]	[pɪ'sɪdɪŋ]	[ʔʌ'slɪp]
[ʔɪm'bʌk]	[ʔʌndɪs'tɜbd]	[ʔɪ'stɪmd]	[bɪ'lʌŋz]
[bɪ'gɪn]	[ɪ'lʌktənt]	[pɜ'mɪfən]	[kʌ'mjuŋjən]

## Worksheet #7: Full vowels in unstressed syllables

Provide IPA:

#1	#2	#3	#4
concealed	delivered	tormented	expected
elected	suspended	detract	lament
subdue	descended	against	prolongs
endlessly	apparel	indwell	remove
believes	envies	unrest	attend
unfathomable	inflict	defeated	persist
example	forbid	beloved	demented
perfume	permissible	errors	embers
returns	eternal	propelled	forgotten
offences	reflects	entreated	reprieve
deceive	consists	persistent	compelled
commend	relenting	exclusive	began
pretension	undeserved	contentment	unhappiest
along	begins	redemption	endeavors
indefinite	complete	caressed	confess
assault	procedure	approve	intrinsic
resolves	enrich	removes	dejected
forever	across	subduing	abuse

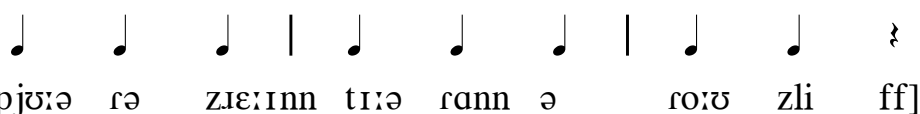
# RULES FOR TRANSCRIPTION OF *f* WITHIN THE PHRASE

- I. *f* is always placed with the following syllable [→]
- II. *f* is doubled when final or when followed by a word that begins with *f* or *v*

Examples:

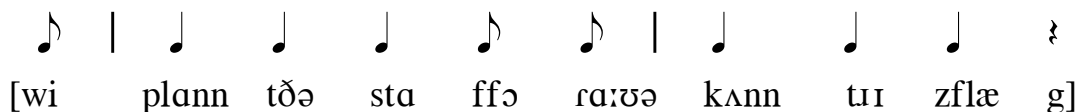
1. Final doubled *ff*

*Pure as rain-tear on a rose-leaf,*



2. Final *f* followed by a word with an initial *f*:

*We plant the staff for our country's flag*



Place transcription beneath the following phrases:

1. *Make tears my tears' relief,*

[mmɛ:ɪk tɪ:əz mɑ:ɪ tɪ:əz ɪ'lɪff]



2. *Waiting to fade at the bright coming morn.*

['we:ɪtɪŋ tə fe:ɪd ət ðə bra:ɪt 'kʌmmɪŋ mmɔnn]



3. *Sway to and fro in the twilight gray,*

[swɛ:ɪ tu ənnd frɔ:ʊ ʔɪnn ðə 'twa:ɪlɑ:ɪt grɛ:ɪ]



4. *O hide this self from me,*

[ʔɔ:ʊ hɑ:ɪd ðɪs self frɛmm mmi]



# ANSWER KEY



Class Work #7: Full vowels in unstressed syllables

1. [ʔɪn'devə]	endeavor	1. relentless	[ɪr'lentləs]
2. [ʔʌ'tempt]	attempt	2. tormenting	[tɔ'mentɪŋ]
3. [ɪr'bjuks]	rebukes	3. protects	[pɪo'tektz]
4. [ʔo'bidɪənt]	obedient	4. exquisite	[ʔɪks'kwɪzɪt]
5. [kʌn'vətəd]	converted	5. afflicted	[ʔʌ'flɪktəd]
6. [ʔɪ'vent]	event	6. emerald	['ʔemərəld]
7. [kʌm'pænjən]	companion	7. believe	[brɪ'liv]
8. [sɪ'lestʃəl]	celestial	8. unending	[ʔʌn'endɪŋ]
9. [ʔɪn'kri:s]	increase	9. depend	[dɪ'pend]
10. [ʔʌ'kɔd]	accord	10. perhaps	[pə'hæps]
11. [sə'vaɪvəl]	survival	11. upheld	[ʔʌp'hæld]
12. [dɪ'sɪtʃəl]	deceitful	12. enlisted	[ʔɪn'lɪstəd]
13. [ʔʌndɪ'zɜ:vɪŋ]	undeserving	13. among	[ʔʌ'mʌŋ]
14. ['ʔesəns]	essence	14. preferred	[pɪrɪ'fɛd]
15. [brɪ'kɔz]	because	15. compassion	[kʌm'pæʃən]
16. [ʔʌn'spɔtəd]	unspotted	16. remember	[ɪr'membə]
17. [ɪr'sɪvd]	received	17. consumed	[kʌn'sjumd]
18. [sʌk'sɪdɪŋ]	succeeding	18. inevitable	[ʔɪn'evɪtəbəl]

Worksheet #7: Provide spelling for words with full vowels in unaccented syllables

#1	[ʔʌ'tendəns]	attendance	[ʔʌ'stʌnɪ'fmənt]	astonishment	#3	[brɪ'gʌn]	begun	
	[dɪ'fɪʃɪnsɪ]	deficiency	[brɪ'twɪn]	between		[ʔɪn'fɜ:mɪtɪz]	infirmities	
	[sʌ'pɪəs]	suppress	[pɔ'zɛʃən]	possession		[ɪr'pɔts]	reports	
	['ʔenvɪəs]	envious	[pɪrɪ'zɜv]	preserve		[ʔʌ'fɑ]	afar	
	[ʔo'fendz]	offends	[kʌ'res]	caress		[pɪo'test]	protest	
	[ʔʌ'dɔnd]	adorned	[ʔɪn'ævɪʃ]	enravis		[kʌ'mɪʃən]	commission	
	[dɪ'send]	descend	[pə'sɪst]	persist		[ʔɪn'tɪt]	entreat	
	[ʔʌn'liʃt]	unleashed	[ʔʌn'bɔn]	unborn		[kʌn'vɪnsɪŋ]	convincing	
	[pə'septɪv]	perceptive	[ɪr'dɪm]	redeem		[dɪ'rɪʃəs]	delicious	
	[ʔɪn'strʌkʃən]	instruction	[ʔʌ'mʌŋst]	amongst		[lɑ'gʌn]	lagoon	
	[kʌ'θɪdɪəl]	cathedral	['ʔɛnmɪtɪ]	enmity		[ʔʌnɪ'lentɪŋ]	unrelenting	
	[ʔɪks'kjuz]	excuse	[ʔɪks'tend]	extend		[ɪr'vɪl]	reveal	
	[ʔʌn'sɔt]	unsought	[ʔʌn'sɪn]	unseen		[ʔʌ'tendəd]	attended	
	[ɪr'tɜn]	return	[ʔɪn'ɪkwɪtɪz]	iniquities		['ʔɛrə]	error	
	[kʌn'vɔdʒəz]	converges	[kʌn'denst]	condensed		[ʔʌn'tru]	untrue	
	[ɪr'ɪdʒəs]	religious	[dɪ'sɪt]	deceit		[pɪr'sɪdɪŋ]	preceding	
	[ʔɪm'bʌk]	embark	[ʔʌndɪ'stəbd]	undisturbed		[ʔɪr'stɪmd]	esteemed	
	[brɪ'gɪn]	begin	[ɪr'lʌktənt]	reluctant		[pə'mɪʃən]	permission	
#4	[ɪr'hɜs]	rehearse	#5	[pɪrɪ'zjʌm]	presume	#6	[pɪrɪ'tendz]	pretends
	[ʔʌ'fɛkʃən]	affection		[sə'rendə]	surrender		[ʔʌn'klɪnəs]	uncleanness
	[ʔɪn'vɪzɪbəl]	invisible		[dɪs'kɪrɪpʃən]	description		[pɔ'etɪkəl]	poetical
	[kʌn'fjuʒən]	confusion		[ʔʌn'lus]	unloose		[kʌm'pel]	compel
	[pɪrɪ'zents]	presents		[pɪo'fɪʃənt]	proficient		[dɪ'pɑts]	departs
	[ʔʌn'ɪkwəl]	unequal		['ʔɛlədʒɪ]	elegy		[pə'fju:mz]	perfumes
	[ʔɪn'tʌmd]	entombed		[ʔʌn'ɪzɪ]	uneasy		[ʔʌ'lɑmz]	alarms
	[ɪr'lis]	release		[brɪ'fɪend]	befriend		['ʔɛntə]	enter
	[ʔʌn'lʌk]	unlock		[sʌs'pɪʃən]	suspicion		[ʔɪk'skjʌsəz]	excuses
	['ʔemərəldz]	emeralds		[ʔɪk'sɪdz]	exceeds		[kʌn'fɜm]	confirm
	[ʔɪ'tɜnɪtɪ]	eternity		[kʌ'mɪt]	commit		[ʔɪn'tɪg]	intrigue
	[pɪo'seʃən]	procession		[fɔ'sʊk]	forsook		[ʔʌ'mɪdst]	amidst
	[dɪ'sɪvə]	deceiver		[ʔʌ'bju:zd]	abused		[ɪr'pɪtəd]	repeated
	[lʌ'mentəd]	lamented		[ʔɪ'lɛkt]	elect		[ɪr'gɑdləs]	regardless
	[pə'tɜbd]	perturbed		[ʔʌ'sʌndə]	asunder		[lʌ'mentəbəl]	lamentable
	[ʔʌ'slɪp]	asleep		[ɪr'kɔl]	recall		[brɪ'sɪʃ]	besech
	[brɪ'lʌŋz]	belongs		[kʌn'tɛnʃənz]	contentions		[ʔʌn'fæðəmd]	unfathomed
	[kʌ'mju:njən]	communion		[ɪr'læks]	relax		[ʔɪks'tɪŋgwɪʃ]	extinguish

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